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ABSTRACT

This annotated bibliography cites newspaper articles, government publications, and journal articles dealing with education in Pakistan. Items listed were published between January and March 1980. Topics covered include the following: educational administration, organization and financing: childhood education: curriculum: educational goals, planning and reforms: elementary and secondary education: higher education: Islamic education: the teaching of languages: libraries: literacy: medical education: professional education: science education: teachers: teaching methods and media: women's education: and examinations. The document concludes with an index of writers. (Author/RM)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN.

Volume 14, Number 1, 1980

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ADMINISTRATION, ORGANIZATION AND PLANNING OF EDUCATION

1. ALI, Mushtaq. Educational Management --- Pakistan Times (Rawalpindi) February 8, 1980.

The National Education Policy, while identifying various important areas in our educational system, has placed special emphasis on educational management and supervision. Management and supervision is a complex phenomenon and it is not logical to proceed on the assumption that human beings behave logically. The test of quality of management decision is, whether such a decision is implementable.

At a time when resources are scarce, there is an obvious need to improve the management and supervision system which will make institutions effective and efficient. Education is a labor-intensive industry and its most important resource is "manpower". So an effective management and supervision nucleus within an educational institution can be created through a well-motivated staff development and succession program for ensuring a satisfying and phased implementation of the National Education Policy.

2. AZAD, Choudhry Mohammad Hussain. Secondary Board Kay Baray Mein Chand Haqaiq (Few Facts about the Secondary Board) --- Imroz (Lahore) March 25, 1980 (U).

The cost of living has risen very high, and so the fee raised by the Board appears to be justified. But it does not seem fair To fix a uniform fee of Rs. 65/- irrespective of the number of subjects. Moreover, it is not fair to demand registration fee from the students of class IX. Registration fee should be received from the students of class X.

Efforts are being made for the promotion of the teaching of science but it seems strange that an untrained teacher has been awarded scale No. 17, whereas a trained teacher gets scale number 14. There was a time when double promotion was given to science teachers. But now this practice has been stopped. The Board argues that admission fees in Hyderabad and Karachi are higher than in Lahore. Will the Board also clarify what is the system of education there? Who are the paper setters there and who are here? It is the teacher who teaches the students everywhere irrespective of the syllabii. Ninety per cent of the total income of the Board comes from the schools. It is strange that the head examiners, paper setters and inspectors are taken from the college cadre. These anomalies must go.

3. HUSAIN, Ali. The Schooling Market --- Pakistan Times (Rawalpindi) March 12, 1980.

The provincial government has directed that no school should call itself 'English-medium'. All teaching from K.G. upwa·d is now strictly required to be done in Urdu medium. There should, however, no longer be any misunderstanding about this current spate of new schools in cities like Lahore and Karachi. They are not there out of dedication to the cause of education. They are there because they bring easy and quick money.

There can, perhaps, be no quarrel with this in our circumstances. The private sector would not be attracted for any other reason. Having granted that, it becomes a social and state obligation to ensure that private profits are not too burdensome to the people, and that the cause of good education is suitably served. Like all other trades, this too needs to be regulated. In fact, it needs this more than others, because the transaction involved is delicate and socially important to the young generation.

4. NIAZI, Ghulam Yaseen Khan. Nai Darsgahon Ka Ijra (Opening of New Institutions) --- Newai Waqt (Rawalpindi) January 20, 1980 (U).

According to an announcement, the Government of Punjab has decided to open fourteen hundred new educational institutions during the current year. Majority of the institutions would comprise of primary schools and English medium schools. One thousand primary schools can easily be opened in the selected mosques of the province. The teaching staff for the primary schools will be available by using the services of the experienced teachers who are living a retired life. They are available in almost every village and district. The rest four hundred schools can be opened on the pattern of English medium schools.

It is pointed out that instead of opening new schools every year, it is more important fact to improve the standard of education and provide furniture and buildings for the existing schools. The same situation is prevailing in secondary schools. It is suggested that more attention needs to be paid to rural areas where not only the number of institutions is insufficient, but the condition of the existing schools is deplorable.

CHILDHOOD EDUCATION

5. FATIMA, Nisz. Teaching Child --- Pakistan Times (Rawalpindi) February 17, 1980.

A child is extremely curious. Give him the most precious and

beautiful toy, and he will break it and try to find out what is inside it. Mathematics is a branch of knowledge which can satisfy his curiosity. Unfortunately the present practice of learning by rote is not healthy for the minds of children. The child hates to learn a formula by heart without knowing the logic underlying it. During nursery education, the syllabus of arithmetic should conform to the actual taste of a child. Maximum use of audio-visual aids should be made for counting, adding, subtracting etc. The teaching of the Set Theory in the first grade makes the minds of our children dull, and creates in them an aversion for arithmetic. It is time that we change the curricula in consultation with school teachers.

CURRICULUM

6. FATIMA, Niaz. Riazi Ko Asan Banana Chahiye (Arithmetic Should Be Made Easy) --- Mashriq (Lahore) January 27, 1980 (U).

The syllabus of arithmetic in primary classes should be made more interesting for the children. At the moment, the students are asked to memorize the numbers from one to hundred. This is wrong. Every child be asked the number of things that he has before him. He will count them and give the correct answer. Likewise, they can be taught addition, substraction, multiplication, division, etc. Every child has a different taste and different interests. So, they should be taught the subjects according to their interests.

Working teachers should be consulted while preparing the syllabus of arithmetic, because they fully know the likes and dislikes of their wards. The present practice is that either the lecturer of a college or a professor of the university is called to prepare the syllabus. This cannot serve the purpose.

EDUCATION GOALS

7. Current Major Trends in Education and Welfare of the Child --- Islamabad, Ministry of Education 19 p. 1979.

This is a report presented at the 37th session of the International Conference on Education IBE/UNESCO Geneva July 1979. It covers current major trends in education and welfare of the child.

The subject has been described under the headings: 1) education milieu in developing countries; 2) child: influences in the 20th century; 3) UN declaration on the rights of the child; 4) education in Pakistan; 5) national education policy, 1978; 6) universalisation of primary education: access to education for all; 7) free education; 8) use of indigenous institutions and resources; 9) education through persuation and motivation; 10) national language/provincial language as medium of instruction; 11) curriculum reforms; 12) research and innovation in education; 13) consolidation of higher education; 14) technical and vocational education; 15) special efforts to promote female education; 16) special education of the handicapped; 17) administration and management changes; 18) social and economic aspects of education; 19) conclusions and recommendations.

8. RIAZ, Qazi. Hamara Nizam-e-Ta'aleem Tabdeeli Chahta Hai (Our System of Education Needs Change) --- Imroz (Lahore) January 14, 1980 (U).

Hitherto, we have been following a system of education that is alien to our tradition and culture. This alien system has deprived us of our own national outlook. Our children are taught in a foreign language. We should replace this system by one that would infuse in our children a sense of belonging, a sense of nationalism and a sense of patriotism.

English should be immediately replaced by Urdu as the medium of instruction. There should be no dualism in the matter of the medium of instruction. Islamic teachings should be started in all our institutions from lowest cadre. The study of the ideology of Pakistan should also be made compulsory for all students. English should be retained as second language.

9. SHEIKH, Saeedur Rahman. Dualism in Education --- Dawn (Karachi) March 21, 1980.

At present, the so-called secular education in our country is divided into two spheres: one, the Urdu medium schooling, and the other, English medium system of education. The end product of this dual system of education is two different kinds of Pakistanis. It would be truism to say that language is the pipeline of the culture it belongs to. Learning a foreign language is not bad, but we have to build a Pakistani nation in the true sense of its ideological conception.

Educationists in Pakistan are still grappling with the problem of low standard of education. It is hoped this aspect of

education in Pakistan will also be kept in view, so that we can not only achieve the desired goal of spreading literacy, but also preserve our ideological values.

EDUCATION PLANNING

10. BHUTTA, Iftekhar Ahmad. Naya Ta'aleemi Mansooba (New Educational Plan) --- Nawai Waqt (Rawalpindi) February 27, 1980 (U).

A committee of experts was formed to prepare a new curricula on national basis. It was hoped that the plan submitted by the committee would be implemented in letter and spirit. However, the new recommendations and their implementation has not come up to the expectation. It was recommended in the Educational Conference held in October, 1977 that English, as a medium of instruction, would be abolished from class I to class XII. This recommendation has not so far been implemented. What is more, new English medium schools are being opened. In the proposed plan, equal status has been given to both Urdu and English, which is not justified. The new educational plan is not pragmatic and workable.

11. IQBAL, Mohammad. Qaumi Taraqqi Kay Liye Ta'aleemi Mansoobabandi (Educational Planning for National Development) --- Nawai Waqt (Rawalpindi) November 7, 1979 (U).

Proper educational planning is a must for national development. This can be done in three stages, namely, middle, higher secondary, and university. There should be at least one middle school in every village and it should be headed by a well trained, experienced, and disciplined teacher. The syllabus of the middle school should include agriculture, small-scale industries, hygiene, etc. Education should be compulsory up to middle standard, and if any student cannot afford to continue his education after middle class, he should be technically fit enough to earn his livelihood.

Every high school should be made higher secondary school consisting of ninth, tenth, eleventh, and twelfth classes. These institutions should be similar to the existing Cadet Colleges. A code of conduct should be prepared for the teachers.

Apart from having academic and technical qualifications, the teachers must know how to deliver lectures. All these considerations have to be kept in view while appointing a teacher.

12. JAFRI, Mohsin. Hamara Nizam-e-Ta'aleem (Our System of Education) --- Nawai Waqt (Rawalpindi) October 3, 1979 (U).

It is high time the present system of education was changed. The system prepared by an alien government no longer suits our temperament and conditions. The system now prevailing in our colleges and universities has, to a large extent, distorted our national identity.

The condition of primary and secondary schools is all the more pitiable. Two types of schools are running side by side. In one type, the medium of instruction is English, while in another the medium of instruction is Urdu. This duality has greatly affected the standard of education.

It is also unfortunate that we have not yet come to any decision in respect of the medium of instruction - English or Urdu. Unless uniformity of the medium of instruction is brought about in all the educational institutions in the country, the situation will continue to deteriorate.

13. KHAN, Tahir Mahmood. Qaumi Tahvil Mein Liyegai Ta'aleemi Idaray (Nationalized Educational Institutions) --- Nawai Waqt (Rawalpindi) October 10, 1979 (U).

There is no denying the fact that competition for the improvement of standard and results has vanished with nationalization of educational institutions. What is needed now is to denationalize them and save them from complete destruction. But one thing must be kept in view while denationalizing the schools. The scales of tuition fees should be fixed for all institutions.

However, a large number of teachers is not in favor of denationalization. The reason is quite obvious. They fear that they will not be allowed to sit idle and draw salaries. At the moment, they are least bothered if the results of their institutions are bad. It is also unfortunate that most of the teachers have opened their own private coaching centers. There is nobody to check this practice. This practice should be stopped.

14. MUMTAZ, Obaidullah. Nisab-e-Ta'aleem (Syllabus) --- Nawai Waqt (Rawalpindi) October 17, 1979 (U).

The following measures are suggested for improving the standard of education: 1) During the last few years, the syllabus was changed too frequently. Every government that came in power, changed the syllabus according to its own

policy. Such changes in syllabus raise a number of problems both for the teachers and the students. A period be fixed, say five years, during which the syllabus should not be changed.

2) The text-books of primary classes are now published in Arabic letters which our children understand with great difficulty. Urdu letters are easier for them. This needs immediate change.

3) In primary classes, the number of text-books is more than what our children can digest or even carry to schools. The teachers too are unable to finish the course in one academic year.

EDUCATION REFORMS

15. ASIM, Abul. Hamara Ta'aleemi Me'yaar (Our Educational Standard) --- Nawai Waqt (Rawalpindi) February 6, 1980 (U).

In order to raise the standard of education, the following suggestions are presented: 1) Selection of teachers for primary and secondary schools should be based on merit, 2) More and more facilities should be accorded to the teachers of both primary and secondary schools, 3) Teachers should be entrusted more power in the existing system of examination. 4) The quarterly report concerning the character of individual students and recorded by the teachers should be kept in view, while preparing the results. 5) The mushroom of guide books and tuition centers should be completely banned, 6) If the result of any school is encouraging, the teachers belonging to such school should be given awards, 7) The management of primary and secondary schools should be separate, 8) The number of examination centers should be minimized, 9) The selection of examiners should be based on high qualifications and annual reports.

16. AWAN, Malik Tariq. Ta'aleemi Inhetaat (Educational Deterioration) --- Nawai Waqt (Rawalpindi) December 19, 1979 (U).

Following are a few suggestions that might help improve the standard of education: 1) Class VI should be included in the primary section. 2) The examination of Class VI should be held by the Board, and it should be made compulsory for every student. 3) Every primary school must have at least three teachers. 4) English should be taught neither as an optional nor as a compulsory subject from class I to class VI.

5) An Examination Board for Class VI should be set up at every Tehsil level. 6) Subjects relating to Islam and the Ideology of Pakistan should be included in the course. 7) Non-Islamic poems and romantic poems should not be included in the course. 8) Only national and famous poets should be included in Urdu text-books. 9) Romantic poems should not be taught below college level. 10) English should be allowed as an optional subject for arts students from class VII. 11) Science and arts groups should be set up immediately after primary level. 12) Maths. should be compulsory for the arts students up to middle, but Algebra and Geometry should not be included in the syllabus. 13) Third division should be immediately done away with. 14) Co-education should be abolished, and three separate universities for women should be established, one each at Peshawar, Lahore, and Karachi.

17. IQBAL, Mohammad. Me'yaar-e-Ta'aleem Ka Mas'ala (The Problem of the Standard of Education) --- Nawai Waqt (Rawalpindi) January 16, 1980 (U).

Regularity is a must for all teachers in order to achieve high percentage of results in any school or college. In most of the schools the standard of teaching is very low and teachers pay little attention to the students. Although the number of educational institutions has increased, yet the standard of education has gone down considerably. It is important to improve the conditions of existing schools, rather than opening new schools.

Here are some suggestions for improvement in educational standard: 1) There should be no party politics in schools. 2) All the teachers should be regular in classes. 3) The head of the institution should be given effective power to maintain discipline. 4) Regular inspection team should visit every institution. 5) No recommendation should come in the way of the transfer of any teacher. 6) Annual result of each school must be provided to the district office. 7) Students who are awarded less than 33% marks should not be promoted to the higher class. 8) Only honest and sincere invegilators should be appointed to conduct examinations. 9) Teachers should be promoted on the basis of seniority.

18. ZAMAN, Hajera. Talaba Ki Ta'aleemi Mushkelaat (Students' Educational Difficulties) --- Nawai Waqt (Rawalpindi) February 6, 1980 (U).

Instead of teaching literary books of English at the level of primary and secondary standard, students should be taught basic methods of conversation. This will help our students in

translating their ideas in simple language. In order to achieve this end, highly qualified and trained teachers should be appointed.

Most of the teachers belonging to primary schools are not properly qualified. Unsuitable syllabus further adds to the difficulties of the students. Subjects like Geography, History, Civics, Psychology, Political Science and Economics should be taught in Urdu. It is unfortunate that highly intelligent class of people do not come to the profession of education. Such people do not find any attraction here. It is necessary to offer attractive terms to the talented people to come in the education profession. It is also necessary to change the present system of examination. The present system is outdated and has lost its utility.

ELEMENTARY AND SECONDARY EDUCATION

19. AHMAD, Sirajuddin. Primary Kay Liye Marboot Nisab-e-Ta'aleem (Integrated Curriculum for Primary Education) --- Imroz (Lahore) March 8, 1980 (U).

The decision to introduce an integrated curriculum for primary classes from the next year is very important. This will help a great deal in the promotion of primary education.

It is unfortunate that we have not been able to raise the percentage of literacy more than 20 or 22 percent. We could have imparted primary education in the mosques of villages and cities. However, the decision to start an integrated curriculum for primary education will play a very important role in raising the percentage of literacy.

It is also heartening to see that at long last our educationists have decided to reduce the number of text-books for primary students. According to integrated curriculum, the primary students will have only one text-book that would include Islamiyaat, Science, and Social Studies. There will be a separate text-book for Maths. The integrated curriculum will be introduced next year in all the primary schools of the country. A Guide Book has been published for the teachers to help them learn the method of teaching under this system.

20. FATIMA, Niaz. Nakhandgi Kaisay Door Ho? (How to Remove Illiteracy?) --- Mashriq (Lahore) March 2, 1980 (U).

The number of primary schools has increased, but the standard of education has not improved. A student who passes the fifth standard can neither read nor write properly. According to statistics, the percentage of primary school going children is 62, but out of these at least 80 per cent of the students drop out after primary school, and only 20 per cent seek admission to secondary schools.

What is now required is to pay increasing attention to the improvement of the standard of primary education, so that, after passing the fifth class, a student could be able to read and write. The first requisite is the improvement in the management of primary education. The second step should be to reduce the existing number of text-books.

21. FATIMA, Niaz. Primary Teachers --- Pakistan Times (Rawalpindi) March 16, 1980.

There has been much talk about primary education. The number of school-going children at primary level has increased, and according to available figures, 61 per cent of children between the ages of 6 and 11 are now enrolled in schools. However, primary education in Pakistan has long suffered because of ill-planning and red tape.

The present practice is that matric PTC teachers are employed in primary schools and work under the supervision of a middle or matric JV (Junior Vernacular Teacher) head of institution. He is less qualified than the teachers.

Trained graduates are appointed heads of middle and high schools, but primary schools are left to the mercy of headmaster/ headmistresses with junior training courses. No additional expenditure is involved in posting an S.V. teacher as head of a primary school in grade 8. The standard of education depends on expert guidance, and a qualified head can better supervise and guide his staff.

22. HAYAT, Khizr. Ta'aleemi Me'yaar Kiun Girraha Hai? (Why Educational Standard Falling?) --- Nawai Waqt (Rawalpindi) March 12, 1980 (U).

Little attention is being paid to the primary education which is the real base of any educational system. Students at the primary

level are generally neglected. The result is obvious. When they come to the higher level, they face manifold problems. The main reason for the poor standard of education at the primary level is the non-availability of trained teachers. Trained teachers are not available because the scale of pay is inadequate. In order to attract good teachers, it is necessary to increase the scale of pay for the primary teachers. Unless serious attention is paid towards primary education, higher education will continue to suffer a great deal. The base has to be made strong.

23. SARWAR, Ghulam. English Medium Aur Urdu Medium Schools (English Medium and Urdu Medium Schools) --- Nawai Waqt (Rawalpindi) January 23, 1980 (U).

These are two different systems of education prevailing in our country at present. These are English medium schools when children of affluent society are admitted. The tuition fee is very high, which an ordinary person cannot afford. On the other hand, there are Urdu medium schools, where children of low middle class are admitted. The standard of education in these schools is much lower than the standard in English medium schools.

It is necessary to change the entire system of education. This dual system has to be removed immediately. When Urdu has been announced as the national language of the country, then there is no justification for English medium schools. Unless we adopt Urdu as the medium of instruction in all the institutions, national objectives and aspirations will not be achieved.

24. SARWAR, Ghulam. Ta'aleem Kay Maidan Mein Doamli Policy (Dual Policy in the Field of Education) --- Nawai Waqt (Rawalpindi) February 20, 1980 (U).

Two types of schools are functioning in the country. One, English medium schools functioning only in the city, while Urdu medium schools are functioning mainly in rural areas and to some extent in city also. This dual policy in the field of education is harming the cause of education. Pakistani society has now been divided into two warring groups, because only well to do people can afford to send their children in English medium schools. In these schools the teaching staff is well trained, buildings are comfortable, facilities of games are available, and students are kept disciplined. Comparing to this, the condition of Urdu medium schools is unfortunate. Teachers are low paid, and so they do not take interest in their job. Even basic facilities are not available in schools. It is high time this vast gulf between the two types of schools is bridged.

25. SHEHAB, Rafiullah. Primary Education --- Pakistan Times (Rawalpindi) February 10, 1980.

Primary education in the developing countries has made significant strides in recent years. The United Nations report brings into sharp focus the problems of regional discrepancies, the dropout rates, class-size and the disparities in educational opportunities between boys and girls. In Pakistan, primary education had long suffered because of official apathy and lack of public enthusiasm. Steps are now underway to bring about both quantitative and qualitative change. But as population grows the number of children not attending school is bound to multiply. The new factor of the private sector supplementing the Government effort in this vital field is expected to partly fill the widening gap. However the vigorous efforts are required both from public sector and private sector to set up new schools with better facilities.

26. SIDDIQ, Mohammad. English Medium School (English Medium School) --- Imroz (Lahore) January 25, 1980 (U).

All the schools that have been established by the Government of Punjab have been directed to adopt Urdu as the medium of instruction. This is a reassuring, though belated step. It is now the duty of the department of education to implement this directive. But this directive should have also covered the new schools. The result is that a number of new English medium schools have been opened during the last one year, and all of them are flourishing because of heavy tuition fees. So, the Government should see to it that all English medium schools follow the directive in letter as well as in spirit.

HIGHER EDUCATION

27. AMIN, Akhtar. Opportunities of High Education --- Morning News (Karachi) January 20, 1980.

The Vice-Chancellor of the Karachi University has said that literacy percentage in Pakistan stands at 15. This indicates that the doors of higher scientific, technological, and professional institutions, specially at the University level, remain closed to the students of poor families. Higher education is accessible only to the gentry.

Our universities or higher technological institutions are only showpieces. The percentage of literacy in our country is too

low to enable us to keep pace with the fast moving world of this atomic age. As everybody knows, survival of the fittest is the law of Nature. If we confine ourselves to the making of boastful claims and fail to introduce suitable courses right from the primary level of education, the future of the poor students would continue bleak as ever.

28. ATTAYYEB, Mohammad. Kollejon Kay Nataij (The Results of Colleges) --- Mashriq (Lahore) January 7, 1980 (U).

The latest statistics show that the over-all results of the colleges that in the past had shown **remarkable success** have fallen sharply. The results of Commerce Group of second year show that there are such **ten** colleges where not a single student got first division.

With the announcement of the results of Inter second year, the Higher Secondary Education Board has transferred its responsibilities to the heads of Engineering and medical colleges. The shortage of seats in Engineering and Medical colleges, and the increasing number of such students desirous of admission to these colleges have **posing** a challenge for the Government. There is no denying the fact that every student has the right to be provided with required facilities provided he fulfils the required conditions. No student should be admitted to any engineering or medical college on the basis of recommendations.

29. KHAN, Mohammad Azim. Our Universities --- Morning News (Karachi) January 14, 1980.

Our universities do not appear to have any consistent plan of action. They seem to work with fits and starts as fancy takes them. Education in underdeveloped countries needs to be properly planned.

There are three aspects of education that should, in particular, be carefully studied by experts before the curricula are worked out. First there is the religious education, the importance of which is self-evident. It should be taught up to the degree stage like other important subjects. No person should be allowed to preach unless he has a degree in theology.

Next comes civics, which is just another name for patriotism. It must form part of university education. The subject should be taught to the students not only through books and lectures but with practical performance as was done in Germany during Hitler's regime.

The last, by no means the least in importance, is discipline. Discipline forms part of our national ideology which was defined by the Quaid-e-Azam himself. A suitable curriculum for the subject should be evolved by experts and taught in schools, colleges, and universities.

30. ZAFAR, Mohammad. Semester System --- Dawn (Karachi) March 9, 1980.

It is being suggested at different levels that a detailed and objective assessment of the semester system is needed by a team of experts and educationists. This will, however, be an exercise in futility. Any team which is assigned this task is sure to arrive at the only conclusion that this system can work successfully if adequate funds are provided to meet the shortage of teaching aids, teachers and books. But at present this is not possible. Thus no improvement in the semester system seems possible.

It is suggested that the semester system should continue only in those institutions that can afford the necessary expenditure. We must seek help from the private sector in this connection. The best way of enabling the private sector to play its due role in this field is to return all erstwhile educational institutions to their former owners, who having no money problems, will be in a position to make the semester system a success in their institutions.

ISLAMIC EDUCATION

31. JABIR, Aqil. Islami Nisab-e-Ta'aleem (The Islamic Curriculum) --- February 9, 1980 (U).

It is heartening to see that Islamiyaat, Arabic, and other oriental studies have been included in the syllabus. But it is unfortunate that these subjects have neither been made compulsory, nor the students are taking any interest in them. Moreover, these subjects have not been included in the syllabii of medical and engineering colleges. The authorities should make 'Islamic Studies' compulsory from primary to college levels.

Not only the Islamic subjects should be made compulsory for the students but also the medium of instruction should be changed from English to Urdu. These two suggestions are very important and need immediate attention by the authorities.

32. SALEEMI, Anjum Pervez. Islamic Varsity --- Pakistan Times (Rawalpindi) January 19, 1980.

The Islamic University, Bahawalpur, fully deserves to be redesignated as the World Islamic University to be set up in Pakistan by the Islamic Secretariat. It will only mean an extension to what already exists. This will give the proposed university a lead of several years. Besides, Bahawalpur seems to many people an Ideal university town. It is a city neither too big nor too small. It can make no material or environmental encroachments upon any institution that is built on its soil. Another point to be considered is that while the number of general universities in the country has increased considerably during the last two decades, we still require more post-graduate institutions for specialised studies.

LANGUAGES, TEACHING OF

33. MAJEED, Tahir. Status of English --- Pakistan Times (Rawalpindi) January 16, 1980.

The total ban on the use of English would not be desirable in an increasingly competitive and fast-moving world. The matter should be dealt with in a rational manner. Haphazard steps to do away with English may not serve the purpose. It is high time our educationists and scholars accelerated their efforts to make our national language rich enough to bear the burden. The Government decision to adopt Urdu as a medium of instruction has been hailed. The decision was, in fact, long overdue. But as a developing nation we have got to keep contact with other developing and developed countries, and English is a means to that end. Retaining English as a functional language is necessary.

34. MAJID, Tahir. Study of English --- Pakistan Times (Rawalpindi) February 17, 1980.

English occupies a place of honor among the languages of the world in the fields of literature and science. It is spoken as mother-tongue not only in England but also in North America, South Africa, Australia and New Zealand. In India, Pakistan, Burma and parts of Africa it is studied by almost every educated man as the language of science and culture.

However, in case of English there is a problem of standard English as now idiom and vocabulary differ in different English speaking countries. It is suggested that the countries where English is not the mother-tongue and is studied only as a

language of science and culture should follow the standard of its original home. It is suggested that like the Open University, Islamabad, other universities of the country should introduce a linguistic paper for M.A. (English) students.

35. SALIMULLAH, Mohammad. Status of English --- Pakistan Times (Rawalpindi) February 7, 1980.

We must be honest enough to appreciate the grave consequences of minimising the importance of English in our country. Our advances in different branches of science are due to our direct access to the main source of knowledge i.e. the English language. It is high time to reconsider our policies regarding the position of English in schools and colleges.

In Japan, one of the most advanced countries, English enjoys the status of a second national language, and this factor has very much contributed to the progress of that country. Urdu is our national language and no efforts should be spared to enrich and popularise it, but not at the cost of English which guarantees our progress. Scientific terms should continue in the original English form and be freely used in Urdu.

36. WAZIRABADI, Qayyum. Talaba Aur Angrezi Mazmoon (Students and English Subject) --- Nawai Waqt (Rawalpindi) November 7, 1979 (U).

Majority of male and female students are dissatisfied at the way English is taught in schools and colleges. The results of the universities and boards show that the percentage of failures in English is rising from year to year. One of the main causes for the lack of interest in English is our syllabus. The text-books that are being taught in Intermediate and Degree Classes go against, our culture.

The compilers of these books are quite ignorant of the aspirations and feelings of our students. What is needed now is to revise the present syllabus and particularly English text-books. All the words that are used in our daily life should be covered in the books. This will create interest in the students. They are not interested in the vocabulary that has nothing to do with their daily life.

LIBRARIES

37. HANIF, Akhter. Use of Library --- The Varsities (Karachi) Vol. V(1): 7-12, January-February, 1980.

After independence, due emphasis was given to higher education and the number of universities and colleges steadily increased. This growth is shown by a table.

It is suggested by the author that the quality of education and research depends largely upon the quality of service the library extends. A library is sanctuary of learning and research. The indifference of the academic community towards the library and its resources reflects the lack of knowledge as to its contents and use. It is the responsibility of the librarian to introduce the material to the users and bring the books and the readers together.

The topic has been described under the headings: 1) history of the higher education; 2) system of education; 3) situation of college libraries; 4) situation of university libraries; 5) functions of university library; 6) the users; 7) how to instruct; 8) syllabus; 9) faculty; 10) benefits; 11) conclusion; and 12) references.

38. SIDDIQUI, M.H. Libraries --- Pakistan Times (Rawalpindi) February 20, 1980.

To uproot illiteracy and inculcate the habit of reading in children, establishment of small libraries is very important. It is suggested that a network of libraries can be set up in schools and where rooms are not available in schools, libraries can be set up in mosque. This will save money in the construction of small reading rooms/libraries. The libraries can be manned by school teachers and Imams. This library service can be administered by the library officers at district and divisional levels. Local bodies can provide funds for the purchase of books/periodicals/newspapers.

LITERACY

39. HUSAIN, Mustafa. Nae School Kholnay Ki Tahrik (Move to Open New Schools) --- Imroz (Lahore) January 4, 1980 (U).

The announcement by the Government that it will allow the opening of educational institutions in the private sector is heartening. But strict vigilance should be kept by the Government on these institutions, so that the past mistakes are not

repeated.

According to the census report of 1972, the percentage of literacy in our country is 21. The percentage of literacy among women in urban areas is only 11.6. Only 54% of the children get admission to schools. The only way to eliminate illiteracy from the country is to open more primary schools both in the urban and the rural areas. Rather, more emphasis should be laid on rural areas, where the conditions are more appalling. More centres for adult education should be opened in industrial and rural areas.

40. MAJEED, Nayyar. Open University --- Pakistan Times (Rawalpindi) January 23, 1980.

The Open University, Islamabad, came into being in 1974 to eradicate illiteracy in the far-flung areas of the country. But it is a pity that instead of achieving this objective the Open University has caused a deterioration in our educational standards through its short term courses. A huge amount of money is wasted without any concrete results. The University has recently launched some other short term courses on electric wiring, spoken English etc., which are of little value. It is, therefore, suggested that Open University should start regular classes on its campus and make full use of the talent of its staff.

MEDICAL EDUCATION

41. SAEED, K.M. Medical College for Girls --- Morning News (Karachi) February 22, 1980.

For quite sometime there has been a persistent demand for a girls medical college in Karachi, and it is fairly reasonable because the city population has now crossed the figure of seven million. But adequate funds are not available for the construction of buildings and the purchase of equipment. It is suggested that instead of housing the medical college in one building, it should be housed in two - first and second year classes to be housed in one hospital, and third, fourth, and fifth years in another.

In Karachi, we have two good hospitals - Kulsum Bai Valika Social Security Hospital in SITE, and Abbasi Shaheed Hospital in Nazimabad. These two hospitals can accommodate a first class medical college. It is hoped that the authorities should arrange to open the first year class at Kulsum Bai Valika Social Security Hospital before the next season.

PROFESSIONAL EDUCATION

42. HASAN, Rafiqul. Vocational Training --- Pakistan Times (Rawalpindi) January 21, 1980.

A mass technical and vocational education program is needed to fill the gap in various sectors of national economy. The first requirement in this connection is to conduct a comprehensive survey of existing vocational training facilities in the country. If existing facilities are efficiently used by working two and three shifts, and concentrating on the more important disciplines even with the given resources, better results can be achieved. What is also needed is to start vocational training more vigorously in polytechnical institutes throughout the country. Imparting technical education is the need of the hour. The Government should provide incentives to the students who want to seek technical education.

SCIENCE EDUCATION

43. AHMAD, Akhlaq. Sienei Mazameen Kay Imtehani Nata'ij (Examination Results of Science Subjects) --- Imroz (Lahore) February 7, 1980 (U).

There are many causes of the decline in the teaching standard of science subjects and bad examination results, such as sub-standard questions, examiners' indifference while examining question papers, and paucity of guidance and advice in educational institutions. If these causes are removed, the standard of education and examination results would improve.

It is painful to all that our educationists have been harping upon these causes for the last 33 years without doing any thing practical in this behalf. The percentage of illiteracy is the same. The standard of education is continuously declining. We never tire of talking about the advantages of the study of science and technology, but we have failed to do anything practical about it.

The Government should not only frame a comprehensive policy for the study of science and technology in the country, but also treat the matter as of first priority. The social standard of science teachers should be raised by raising their salaries and by providing them other facilities.

44. ANSARI, Shahjehan. Sanvi Madaris Mein Scienci Mazameen (Science Subjects in Secondary School) --- Imroz (Lahore) March 16, 1980 (U).

If our text-books on science are not revised in the light of new discoveries, our students will lag behind in the field of scientific knowledge. It is unfortunate that the standard of text-books on Biology, Chemistry, and Physics prepared by the Textbook Board is very low. The standard of these books can be raised by providing for regular contacts among junior and senior teachers. Refresher courses should be arranged for the teachers during summer vacations. The teaching of science should be done through the medium of our national language.

Here are a few suggestion for the teaching of science in secondary schools: 1) The number of students fixed for the purposes of teaching science should be raised. 2) The production of experts and technicians should be the first aim. 3) The manpower should be increased. 4) The object should be to assist the students in the matter of earning money and of making themselves good and disciplined citizens. At present, most of our secondary schools have no libraries worth the name. Every school should have a fully equipped library of its own.

45. HUSAIN, Furqan. Science Ki Ta'aleem (Teaching of Science) --- Imroz (Lahore) March 22, 1980 (U).

There is no denying the fact that Pakistan's achievement in science is not encouraging. The percentage of students who are interested in the subject of science is far lower than of those who are interested in the subject of art. This is true as far as the provinces of Sind, N.W.F.P., and Baluchistan are concerned. In the province of Punjab, majority of students go in for science. Their parents too want their wards to study science. So, what is urgently needed is to open more institutions for the teaching of science. The present number of science and engineering colleges is insufficient.

Better planning is prerequisite for the development of scientific knowledge. But before establishing new medical and engineering colleges, the Government should provide the basic facilities in the existing colleges. The laboratories should be modernized and fully equipped. Highly qualified teachers should be appointed, and in order to attract them to the jobs, better pay-scale should be fixed for them.

46. MALIK, Qayyum. Teaching of Science --- Dawn (Karachi) January 12, 1980.

Every devoted teacher is painfully aware of the fact that as many as 90 per cent of our school students do not understand what is taught to them in the name of science. In examinations, about 50 per cent of students might be getting pass marks in science, but this 'success' is not the result of learning and of understanding the subject. It is the outcome of memorization or plain cheating.

The main cause of the poverty of knowledge in respect of science in our country is the meaningless text-books produced for our schools. The students and teachers are also to be blamed to some extent for the existing sub-standard knowledge of science. Most of what these textbooks attempt to teach belongs to the realm of the specialist and serves only to frighten the children away from science. Our policy-makers in the field of education do not seem to realize that teaching science without 'practicals' is like giving lessons in swimming from a written text.

Preparation of text-books should be left entirely to science experts. We must also seek the guidance of experienced child psychologists who know what, how much and what can be taught to young minds at what age level. A large number of our schools cannot afford to purchase the necessary apparatus because of financial difficulties. So we should group together about ten schools in a given locality and provide them a common center for practical lessons and experiments.

47. MASOOD, Khalid. Science Ta'aleem Ki Taraqqi Kay Liye Chand Tajaveez (Few Suggestions for the Development of Scientific Education) --- Imroz (Lahore) January 12, 1980 (U).

To transfer the knowledge of different sciences, like Physics, Chemistry, Biology, and Mathematics in Urdu is a stupendous task we are facing these days. Here are some suggestions for the solution of some problems:

1) The students of science group should be invited to make efforts to find out Urdu equivalents of English scientific terms. 2) Students studying in the M.Sc. class should be asked to translate into Urdu a part of any book on science. 3) If a student translates a whole book on science, his work should be considered equivalent to the research thesis. 4) A panel of expert translators should be set up for the translation of foreign books on science and technology. 5) Those who contribute articles on scientific subjects to newspapers, should be given

adequate honorarium. 6) Scientific Awards should be given to those who make substantial contribution to Urdu scientific vocabulary. 7) Every university should have a section of translation and research, manned by experts on Urdu language and science. 8) All newspapers in the country should bring out a weekly special edition each on science.

TEACHERS

48. ABBAS, Syed Nisar. Asateza Kay Masa'l (The Problems of Teachers) --- Imroz (Lahore) February 26, 1980 (U).

Teachers in our country are facing a multitude of problems. Their status in society is almost nil, because their pay scales are very low. They have to resort to private tuitions to make both ends meet.

It is, therefore, suggested that an education foundation should be set up for the welfare of the teachers. They may draw the following benefits: a) Commercial and industrial institutions should be established, and the profits should be spent on the welfare of the teachers. b) Hospitals and other welfare institutions should be established with the fund, especially for the far-flung areas. c) Utility stores should be opened in villages. d) Scholarships should be granted by these foundations to the children of teachers.

49. ASHRAF, M. Primary Asateza Ki Shikayaat (Complaints of Primary Teachers) --- Imroz (Lahore) March 29, 1980 (U).

The Government have awarded a very good scale to the teachers belonging to secondary schools and colleges, but no steps have so far been taken to increase the pay-scale of our primary teachers. They rightly complain that they are unjustly treated in the matter of pay.

There is no denying the fact that primary teachers are the backbone of the nation. The primary teachers are not only low paid, but also have to go with certain basic facilities. Moreover, primary teachers belonging to the urban and rural areas are not treated on equal footing. The rural primary teachers are as responsible as the urban ones. Both do the same job and discharge the same duties.

Primary teachers in rural areas deserve more medical allowance than the urban teachers. Genuine grievances of primary teachers should be redressed immediately, as otherwise the standard of

education at primary level will fall.

50. DAR, Abdul Hamid. Teachers' Plight --- Pakistan Times (Rawalpindi) January 4, 1980.

The case of those teachers of privately-managed colleges who were arbitrary retired at a month's notice without pension/ gratuity on the eve of nationalization (September 1, 1972) is yet to be decided. The case of these teachers hinges on one single point. Their total length of service is not counted from the date of appointment - the date of their first entry into service. This date is accepted by the Government for all other purposes but not for granting pension/gratuity. The teachers of nationalized institutions have rendered great service and are, therefore, entitled to pension benefits like others employed by the Government in different fields of national activity.

51. HASAN, Khurshid. Ta'aleemi Me'yaar Ka Mas'ala (The Question of Educational Standard) --- Nawai Waqt (Rawalpindi) November 7, 1979 (U).

Following are the causes of educational deterioration: 1) Teachers are not well paid. 2) Teachers care little for the students, and the latter, in turn, indifferent to their studies. 3) Parents are also responsible for the deterioration in the standard of education in so far as they do not care for their wards. 4) The students take the teachers lightly because latter are supposed to have no right to reprimand their wards. 5) Thanks to the present system of examination, few students take their studies seriously. 6) The number of textbooks is too large to be taken seriously ⟨the students.

Here are a few suggestions: 1) Only those persons should be appointed as teachers who are highly qualified and have a liking for the profession of teaching. 2) Every teacher must be adequately paid and enjoy facilities. 3) His place of duty should not be far from his residence. 4) Every teacher should be promoted according to his merit and academic qualification. 5) Transfer to far-flung areas should be avoided. 6) Teachers should be allowed to reprimand negligent and mischievous students.

52. HASHMI, Khalid Mahmood. Talaba Kay Sath Asateza Ka Rawaiyya (Teachers' Behavior with Students) --- Imroz (Lahore) January 16, 1980 (U).

It is a genuine complaint that most of the teachers do not treat their students properly. The relationship between the two is almost nil. In most of the institutions the strength of students has increased enormously, and the teachers cannot pay individual attention to each student. Teachers show little love and affection to the students. A new system has to be adopted to bring the teachers and students closer together.

The whole system from the primary level upward should be streamlined in order to remove the existing maladies. Let a congenial atmosphere between the teachers and the students should be created from the very beginning. The trouble with us is that we have neglected primary education for a long time. An example of good relationship between the teachers and the students should be set for others to follow.

53. NADVI, Syed Ghulam Shabbir. Past Ta'aleemi Nataij Ki Zimmedari Aur Asateza (The Responsibility of Low Educational Results and Teachers) --- Nawai Waqt (Rawalpindi) December 19, 1979 (U).

The responsibility for the deterioration in the standard of education does not rest only on teachers. It also rests on the Directorate of Education and on the Ministries of Federal and and Provincial Governments. Even so, the headmasters and teachers are prepared to accept the responsibility provided it is equitably divided among the various categories of the teaching staff.

Following categories of teachers are appointed in a high school: 1) SV General and SV Agriculture, who are required to teach all subjects except English up to Middle Class. 2) OT teachers, who are qualified in oriental languages and teach subjects like Urdu, Persian, Arabic, and Islamiyat. 3) CT teachers, who are generally appointed to teach English and other subjects up to the standard of Middle Class. 4) B.Ed. and M.Ed. teachers, who are required to teach Maths., Physics, Chemistry, and Biology besides English. 5) Technically qualified teachers, who are required to teach all technical subjects. Here are a few suggestions: 1) Those headmaster and teachers whose educational results are encouraging should be promoted to higher grade. 2) Like in all primary and middle schools, examination of middle class in high schools should be made compulsory. 3) Extra curricular activities should not have preference over educational program.

54. SULTAN, Mahmood. Private Tuition Aur Asateza (Private Tuition and Teachers) --- Jang (Rawalpindi) October 10, 1979 (U).

The curse of private tuition is spreading like an epidemic in our society. At first it was limited to the level of schools. Now it has spread to the colleges also. It has become a problem for the poor student whose parents cannot afford the expenditure involved. The teachers, who are mostly low paid, force the students to engage them for private tuition.

The result is that such teachers lose interest in their professional duties. They attend the classes but do not teach the students. Thus, the students who cannot afford to engage any teacher have to face tremendous difficulties. Complete ban should be imposed on private tuition in colleges, and schools.

55. ZAFAR, Mohammad. Teachers' Cadres: Pakistan Times (Rawalpindi) January 16, 1980.

According to a news item, Government colleges' teachers have opposed any move for the merger of their cadre with that of the nationalized colleges teachers. The proposed merger, if carried out, will create complications and seriously affect not only the teachers of both cadres, but also the students. To merge these two cadres will neither be wise nor justified. The only solution of this problem is bifercation. This can be done by denationalizing all the educational institutions nationalized in 1972. Denationalization will not only remove tension between the teachers of the two cadres but will also solve many other problems. Denationalization will also create healthy competition between the Government and private educational institutions.

TEACHING METHODS AND MEDIA

56. ALAM, Husne. Second Language Learning --- Dawn (Karachi) January 25, 1980.

What most of the teachers in the country practise in their classrooms is teacher-centered teaching, which is aggressive, authoritative, and mostly one-sided. The students are mere passive listeners. In most classes the majority of students complete the formalities of study by external help. The first step in creating the desired effective state of total involvement in learning and teaching is the establishment of trust between the teachers and learners.

If communication is lacking in the beginning on account of

language barriers resort should be had to the aid of maps, pictures, or physical gestures and expressions. A teaching session can be divided into three segments, of which the first part can be devoted to the creation of a harmonious and trustful atmosphere. The second should be devoted to the use of positive teaching techniques and methods. The third is to leave to learners the exploration of their own "capabilities" with one another's cooperation. The teacher would thus play first a positive and later a seemingly negative role for obtaining the best out of a teaching situation.

57. ALAM, Mahmood, Muqablay Kay Imtehaan Aur Urdu (Urdu and Competive Examinations) --- Imroz (Lahore) February 16, 1980 (U).

The announcement that all examinations will be held in Urdu and that steps being taken in this behalf is indeed heartening. But similar announcements were made in the past but were never acted upon. With the nationalization of schools and colleges, it was announced that English medium schools will gradually adopt Urdu as the medium of instruction. But this still remains a pious wish.

Last year, when permission was given to start private schools, people started opening English medium schools, mainly because English cannot be ignored for the purposes of competitive examinations and higher education. What is now needed is to introduce Urdu with immediate effect as the working language in offices and for competitive examinations. Urdu should be immediately adopted as the medium of instruction in every school.

58. KHAN, M. Athar. Educational Technology --- The Varsities (Karachi) Vol. V (1): 1-2, January-February, 1980.

Educational technology, as generally people understand, consists only of expensive instructional hardware used in the schools of today's developed countries. Our people in Pakistan, therefore, do not see its use as common media of instruction in schools. In fact, it is a search for the better methods of education suited to the everchanging needs of educational institutions. Moreover, it is the application of science and technology in solving the problems of education, which is conveniently called educational technology.

Educational technology is not something new and unknown to teachers in Pakistan. It is a new formulation of systematically organized and intelligent way of using the information and resources available to almost every teacher.

59. MIRZA, Mohammad Tufail. Status of English --- Pakistan Times (Rawalpindi) January 7, 1980.

It is no longer compulsory to qualify in English language at the matric level. Now it has become easier for the Matric student to pass the examination. Our Urdu scholars contend that the use of Urdu as the medium of instruction can work wonders, as it saves the students' time and energy which they had to waste while trying to learn English. The fact is that this switch-over has adversely affected the standard of education. The poor knowledge displayed by a majority of our new students proves this. Urdu has not yet developed to an extent that it could serve as the medium of instruction and expression in all branches of knowledge.

WOMEN'S EDUCATION

60. AHMAD, Akber. College for Girls --- Pakistan Times (Rawalpindi) January 23, 1980.

There has been persistent public demand for opening a college for girls in Shad Bagh, Lahore. This locality has a population of about two hundred thousand, but has no college - neither for girls nor for boys. Much emphasis is being laid on education these days, but it is a pity that an important locality of a very important city has no girls' college. There are many girls students who drop the idea of higher education just because they cannot bear the extra expenditure on conveyance. Then, there may be parents who do not like to send their daughters to far-off colleges.

61. ERAM, Nasreen. Ta'aleem-e-Niwan Ki Bunyadi Ahmiyet (Basic Importance of Female Education) --- Nawai Waqt (Rawalpindi) March 5, 1980 (U).

There is an increasing demand for female education which is a happy sign. A large number of female students are acquiring higher education. They are competing with male students in every sector of education, particularly in medical education. They have also started to take admission in Engineering colleges. But what is needed now is to create interest among female students for home economics. Although subjects of home economics are included for female students from class VI to class VIII but these are optional. These subjects should be compulsory for all female students. Female education is not complete without knowledge of the subjects of home economics.

62. HASAN, Khalid. Universities for Women --- Morning News (Karachi) February 19, 1980.

According to the announcement made by the Federal Minister for Education, four separate universities for women would be established in the near future, two each at Lahore and Karachi. This arrangement will allow those who shun education because of the coeducational aspect, to come out in the pursuit of learning.

In this context it might be worth considering whether Lahore and Karachi, the more advanced of our cities, are really the ones where Women's Universities are most needed. There are, of course, many women who wish to pursue their education but are forced to abandon it owing to an absence of institutions that are easily accessible to them in other places. Hyderabad, for instance, could better serve the interior of Sind, and Faisalabad be more accessible to the population of the Punjab outside the reach of the centers of learning at Lahore.

63. MUMTAZ, Farzana. Makhloot Ta'aleem (Co-Education) --- Imroz (Lahore) March 30, 1980 (U).

There is no denying the fact that co-education is a legacy of Western citilization. Ours is a different society, which has little in common with the Western society. We strictly believe in what our religion has taught us. So, when our womenfolk observe purda, there is no room for co-education. Wherever co-education is allowed, its consequences are not pleasant.

This system has forced our women to give up higher education and drop-outs are common after matric. Very few colleges exist exclusively for women. The decision to start a separate university for women has not materialized as yet. It is high time a total ban was imposed on co-education.

More colleges should be established exclusively for women in every part of the country. The establishment of separate university for women, particularly in Lahore and Karachi, is the need of the day.

64. ZUBERI, Nisar. Female Literacy --- Pakistan Times (Rawalpindi) January 11, 1980.

After more than three decades of pious resolves and untiring claims in the achievement of literacy, all we have succeeded in doing is reflected in the fact that 75 per cent of our boys join primary schools. Of those who enroll almost 60 per cent fail to complete their courses. It is shocking that in spite

of all the efforts only 33 per cent of the total school age girls in the country are actually sent to primary schools. Once enrolled, very few complete even the primary school, and their dropout ratio is mounting to a disastrous 75 per cent. The crisis in our education today is the crisis of female education. Most of our girls remain illiterate because we are not providing basic training facilities to them and force them to join boys' schools for primary education. Our capacity for training lady school teachers is much below the need. Our educationists must consider the problem of female literacy and recommend measures to at least stem the tendency of dropping out among girl-students.

GENERAL

65. AHMAD, Ejaz. Nisab-e-Ta'aleem (The Curriculum) --- Imroz (Lahore) February 10, 1980 (U).

Despite the fact that the Government spends lot of money on education, the results are as disappointing as ever. The standard of education is continuously declining. The percentage of failures is on the increase. The reasons are: The syllabus is meaningless and lengthy. For example, as many as five books are prescribed in class I which our young children cannot follow. Only three books, namely Urdu, Arithmetic, and Islamiyaat should be prescribed from class I to class V.

The system of examination is defective. The students should also be taught and examined in general studies. This subject should be introduced in all schools and colleges.

English language should be made an optional subject. Pringing and sale of guide books and test papers should be banned. Private tuition should be discouraged.

66. ANSARI. M.S. Ta'aleemi Inhetaat Aur Uskay Asbaab (The Deterioration in Education and its Causes) --- Imroz (Lahore) March 31, 1980 (U).

The responsibility for the fall in the standard of education does not rest only on the teacher community. It is equally shared by the parents, society, and the present syllabii. The number of educational institutions has increased tremendously and more facilities have been provided both to the teachers and the students. But unfortunately, the standard of education has fallen, and the percentage of failure has sharply increased. Students have lost all interest in their studies.

Same is the case with the teachers. After the nationalization of educational institutions, teachers have lost their enthusiasm. There was a time when all educational institutions used to be inspected regularly. But this practice has ceased long since.

67. HAMID, Raja Abdul. Past Ta'aleemi Nata'ij (Low Educational Results) --- Nawai Waqt (Rawalpindi) January 2, 1980 (U).

For the last few years, the results of intermediate examinations are not satisfactory. The ratio of failures is increasing every year. It has been noticed, that the results of high schools are not so bad as the results of inter classes. It is suggested that more and more powers should be given to the management of colleges and university. This will help control the students. So long students in colleges and universities are not disciplined, educational atmosphere will continue to suffer. Another reason for bad results, is our neglect towards primary education, Primary education is the base and need proper attention. The question of providing training to the teachers needs attention of the Government. An untrained teacher cannot achieve much success. Majority of students come from rural areas. However, most of the teachers recruited for schools of rural areas, are untrained. So the standard of teaching in such schools is not up to the mark. Consequently the results of the examinations are not encouraging.

68. HUSAIN, Iftekhar. Qaumi Ta'aleem Aur Qaumi Idaray (National Education and National Institutions) --- Nawai Waqt (Rawalpindi) October 3, 1979 (U).

It is unfortunate that despite many efforts by our educationists and the Government to reform the educational system, the situation has not improved. The standard of education is continually falling.

At present there are three kinds of educational institutions working in the country. First come the institutions working under Government control. The schools are practically meant only for the affluent society. In some of these schools the medium of instruction is English and in others Urdu. Here the method of instruction is scientific, and the staff is well educated and well paid. Naturally, the percentage of failures is negligible.

Second, there are shools that are run by the provincial Governments. These are the institutions that suffer most for lack of funds. The teaching staff is low paid, and inadequate. Third, the nationalized schools. The condition of these schools

is deplorable, and the buildings are mostly dilapidated.

69. JAVED, Babu. Tuition Per Pabandi (Ban on Tuition) --- Imroz (Lahore) January 3, 1980 (U).

One of the most important causes of the decline in the standard of education is that most of our teachers are not true to their profession. They have become indifferent to their official duties and have taken to private tuition. Thus private tuition has become a sort of bribe for getting through the examinations without preparation.

The teachers argue that the parents belonging to the affluent society spend money on private tuition in order to help their wards to obtain good position in the examination. This is a baseless excuse. Mostly, the students who engage private tutors, often lag behind those who do not engage any private tutors. What is now needed is to immediately ban all private tuition.

70. MAZHAR, Aziz. Ta'aleemi Inhetaat Kay Zimmedar Kaun? (Who Is Responsible for the Decline in Education?) --- Mashriq (Lahore) January 24, 1980 (U).

The standard of education is on the decline for quite long time. This is evident from the results of the different Secondary Education Boards. The average percentate of results of different Boards is only about 33%, and the results of the Universities and vocational examinations are poor. The results of certain vocational institutions are only 4%. The responsibility for this state of affairs basically lies on the department of Education. It should see to it that the syllabus conforms to our national aspirations. We should also make concerted efforts to improve the standard of educational.

Much has to be done for scientific and technical education. The syllabii for these two categories of education are outdated. The prescribed text-books are not available till the end of the academic year. The result is that the teachers are unable to complete the course.

71. QURESHI, Abdul Latif. Me'yaar-e-Ta'aleem Ka Mas'ala (The Problem of the Standard of Education) --- Nawai Waqt (Rawalpindi) February 13, 1980 (U).

It is felt that if teachers, parents and the students pay serious attention to the following suggestions and proposals, most of

the problems could be solved: 1) The syllabus should not be changed every year. 2) The number of textbooks, particularly in primary classes, should be minimized. 3) The fairy tales should be omitted from the textbooks. 4) Teachers should be provided better facilities of life. Their present scale of pay should be enhanced. 5) The technical education should be made compulsory for all students. This is the age of science and technology. Our country cannot attain progress unless more and more technical centers are opened. Incentives should be provided to those students who go for technical education.

72. QURESHI, Tufail Ahmad. Niji Tuition (Private Tuition) --- Nawai Waqt (Rawalpindi) November 24, 1979 (U).

The Directorate of Education, Government of Punjab, has imposed complete ban on private tuition and directed the Divisional and District Educational Directorates to implement it effectively. In educational institutions, and particularly at high school level, the curse of private tuition has taken firm root.

One of the causes is the lack of attention on the part of teachers to their profession. Only a few teachers take the trouble checking the home work of the students. No trouble is taken to send regularly the progress reports of individual students to their parents. This sort of irregularity can be checked by surprise visits to the schools.

73. SHAHEEN, Rubina. Private Students --- Pakistan Times (Rawalpindi) March 17, 1980.

It passes understanding why regular students are always considered better than private students. At the time of admissions to schools, colleges, or universities, the authorities always give priority to regular students. The general impression and attitude seems to be that students who are coached regularly are academically better. This is far from the truth.

Despite all their limitations, private students often show better results. Their case should be treated sympathetically both for admissions and jobs. Most of the socalled 'private' students cannot join educational institutions more because financial stringency than for any incompetence. In the case of girls, observance of 'purda' keeps them within the four walls of their homes. In some cases, private students do attend evening classes in private institutions, some of which are as good as any regular educational institutions. So it would be in the fitness of things if both categories of students are treated alike by educational institutions and employers - public and private.

74. YAQOOB, Mohammad. Hamara Nizam-e-Ta'aleem (Our System of Education) --- Nawai Waqt (Rawalpindi) January 30, 1980 (U).

Following are the reasons for the failure of the present system of education: 1) No attention is paid to the character building of students. 2) Teachers have not been trained to prepare citizens for the Islamic ideological state. 3) Our present syllabus is not conducive to national needs and modern demands of life. 4) No special schooling arrangements for gifted students. 5) The framers of education policy are those who have nothing to do with education. 6) We do not approach qualified people to prepare syllabus. 7) No steps have so far been taken to create congenial atmosphere in educational institutions. 8) No encouragement is available for meritorious students and honest teachers. 9) No contact exists between teachers and parents. It is pointed out that these problems need **immediate attention.**

EXAMINATION (Special Section)

75. ABID, Humayun. Semester System --- Dawn (Karachi) March 13, 1980.

The semester system is more useful than the annual examination system. It has no inherent flaws of its own. The resolution of the Academic Council calling for the abolition of the semester system shows that most of the teachers are not sincere in their work. In the opinion of the certain member of the Academic Council, the teachers want reversion to the old system simply because they shun work.

The university should cease holding B.A. and B.Sc. classes and have them entirely to the colleges. The university should not be burdened with conducting college examinations. The scope of Board of Intermediate Education should be extended.

The Karachi University will, then, be left only with the task of teaching and examining M.A., M.Sc. and doctorate students under the semester system.

76. AHMAD, Sultan. Semester System --- Pakistan Times (Rawalpindi) March 15, 1980.

Even after a long and heated discussion of the semester system, it is still difficult to say whether it is a failure or success. It is, however, clear that there is nothing wrong with the

system itself, and that if at all it has failed in Pakistan, the fault lies with us, and the lack of cooperation among the staff members and the failure of the teachers associated with post-graduate teaching. Tussel and professional jealousy among teachers bring disillusionment to the students.

Departmental meetings cannot be convened for weeks together because a staff member would not care to come. Results can be delayed due to staff members' narrow-mindedness. There should be some kind of coordination and mutual understanding among teachers, and especially among intra-departmental organizations. Moreover, there should be a cell of competent teachers in each subject at least at provincial level. The members of this cell should be given extra incentive for delivering week-end lectures at different institutions that run post-graduate classes.

77. BENGALI, Kaiser. In Defence of Semester System --- Dawn (Karachi) March 8, 1980.

According to a recent report, the University of Karachi is "seriously considering" abolishing the semester system. There are indeed several flaws in the semester system as it is working at present. But efforts must be made to remove the flaws rather than to do away with the system altogether.

The proliferation of First Divisions has indeed devalued the value of our degrees. To remove this anomally, grade levels must be revised upwards. The pass percentage may be set at 50. 50 to 64% should constitute 'C' grade or Third Division, 65 to 79% should constitute 'B' grade or Second Division, and 80 to 94% should constitute 'A' or First Division with Distinction. Statistically, the average grade of any class would tend to be the average. If the mean grade is below average, it would imply either a class of below average students, inferior teaching, or miserly marking.

78. CHAUDHRY, Ashraf. Imtehanaat Mein Tabdeeli (Change in Examinations) --- Nawai Waqt (Rawalpindi) January 16, 1980 (U).

Teaching and examination go hand in hand. The seperation of both the processes has resulted in defective education. If examination becomes meaningless and purposeless, then the whole process of education is a waste. It is unfortunate that we have not considered examination seriously. Whether the examination is held under school or college, or under the Board or university, the pattern is the same. There is no change in the examination, pattern itself. Suggestions have been put forward for change in examination system.

79. CHAUDHRY, Nazir Ahmad. Semester System --- The Varsities (Karachi) Vol. V(1): 6-6. January-February, 1980.

Example of University of Engineering and Technology, Lahore, has been given, where annual system of examinations was quite a success. However, the maximum teaching span during the year was hardly from 20-25 weeks, and the attendance of the students used to be very poor. The semester system was introduced in the university in 1973-74. In case of semester system, one academic year is divided into two semester and the teaching spell in each semester is for sixteen weeks. At the end of sixteen weeks the semester is completed and the results are announced within ten days. After a break of a fortnight, the next semester is started. During these four years it has been observed that the students are very regular; the academic standard has been raised, and the failure rate has been reduced.

The author believes that if the teachers follow the statutes governing the semester system, it will be more beneficial to the students.

80. DAWOOD, Mushtaq. Semester System --- Dawn (Karachi) March 7, 1980.

In our universities, where the student-teacher ratio is very high, it is impossible for teachers, under the old system, to assess the capabilities of students through periodic tests at regular short intervals. The student-teacher ratio should be reduced. In the old system, majority of students passed their examinations by studying in the last one month or so.

Too wide choice, generally 100 per cent, in question papers, also affects adversely the quality of education. The students, omit about 30 to 40 percent of their course with impunity. In the semester system, students are kept busy throughout the year, examinations are held at short intervals, and "choice" in question papers is limited. In our present circumstances, the final examination at the end of semester should be conducted by two teachers, one who teaches the subject, and the other who does not teach the subject to the class concerned.

81. ERAM, Nasrin. Maujuda Nizam-e-Imtehaan (The Present System of Examination) --- Nawai Waqt (Rawalpindi) January 30, 1980 (U).

In the present system of examination students can easily pass even they do not study the whole year and it is very difficult to judge good and bad student. Most of the students know it fully well that the questions would be repeated, and that if they

cram the guess papers they would get through the examination easily. The market is, therefore, flooded with guess papers, test papers and made easy papers. Unfortunately, all such papers are prepared by the teachers who are employed in schools.

The test papers and guess papers should be completely banned, However, what is actually needed is the change of the present system of examination. It is also important to keep in view the whole record of the student. This will help in judging the merit of a student.

82. HAMID, Farrukh. Maujooda Imtehani Nizam (The Present Examination System) --- Jang (Rawalpindi) October 10, 1979 (U).

The greatest defect in the present system of examination is that the record of the student for a whole year is not kept in view. Answer paper of three hours of a particular subject is at present the basis of judging the merit of a student. Most of the students easily come out successful by cramming a limited number of answers to stock questions. 'Model guess papers' and 'Get Through Guides' are the keys to success.

The use of unfair means in examination halls has become common. But, a hardworking and meritorious student, who does not use unfair means, finds himself at a loss to compete with others in examinations.

The present system of examination is not a criterion for correctly judging the merit of a student. It usually happens that the paper setter prepares the paper outside the syllabus. A board should be set up for checking the question papers and answer papers in order to minimize the element of personal likes and dislikes of teachers and examiners.

83. HASHMI, Khalid Mahmood. Semester Sistem Kaisay Kamyaab Ho? (How to Make Semester System Successful?) --- Imroz (Lahore) January 23, 1980 (U).

Semester system is the best method of examining the talent and calibre of the students. It provides a perfect means to every student of knowing his defects and drawbacks from the very first semester. This system seems to have failed in Pakistan because it was never put seriously into practice.

Semesters do not complete on time. Examinations are frequently postponed. The number of teachers is inadequate. Individual attention is never paid by the teachers to students. The teachers

should be free from extranuous influences if they are expected to do the grading with justice. Students should be advised to use libraries frequently. The library should also be fully equipped with reference books. In developed countries, the students spend most of their time in the libraries.

Semester schedule should not be changed too frequently. Such changes interrupt the study of the students. Students should be discouraged to consult guide books and test papers. This tendency among our students is to a great extent responsible for our poor results in examinations.

84. JAVED, Khalid. Semester System (Semester System) --- Imroz (Lahore) February 10, 1980 (U).

Different systems of examination are in vogue in different countries of the world. The two most important are the system of annual examinations and the semester system. Semester system is regarded as the best system for examining the students. This system keeps the students busy in their studies round the year. The system of annual examinations makes the students careless. They start their studies only two or three months before the examination, and just memorize the books.

In the semester system, the results of the students are compiled in the light of their over-all record. Examinations under this system are held under the guidance of the teachers. The results are also compiled by them. Thus a sense of respect for the teachers develops in the hearts of the students.

This system is working successfully in almost every developed country. But in our country this system is still in the experimental stage. The teachers who do not want to work hard do not favour this system. They are opposing it tooth and nail. It would be unfortunate if this system is abolished and the old system is revived.

85. MAJID, Khawar. Inter Kay Imtehaan Kay Nata'ej (The Results of Inter) --- Imroz (Lahore) January 19, 1980 (U).

The latest results announced by the Secondary Education Board of Lahore are distressing for the parents whose children have failed. Majority of them are poor. The prime reason for this tragedy is that the Board has made education a commercial venture of business. What the Board should do is to increase the percentage of successful students by allowing grace marks on answer papers. When strong protests were made by the public the Board promised

to institute an enquiry into this affair. But so far no action has been taken in this connection. The Government should intervene in this affair.

86. MEKHRI, G.M. Semester System --- Morning News (Karachi) February 28, 1980.

It is notable that some of the erstwhile champions of the semester system are feeling concerned about it. While the system in itself is excellent, the social pre-requisites for its satisfactory working in Pakistan are absent. It is true that some times it was used to hide the ignorance of many teachers, especially in certain popular subjects like history.

The absence of outside examiners in the viva voce, etc. put the students at the mercy of unscrupulous teachers. A stern, objective, and independent test of the merits of the students was often ruled out, all because of this elaborate, and extensive and intensive, semester system.

87. NILOFER, Yasmeen. Semester Sistem Nay Kiya Diya? (What Semester System Gave?) --- Imroz (Lahore) February 6, 1980 (U).

The semester system has given us a group of laborious students who study extensively both in the library and at home. But it has failed to give us creative minds. Examinations are not held on time, changes occur in date schedules, and the students are ever in the grip of examination fear. Under these circumstances, creative work and free studies are not possible.

The students frequently face the paucity of foreign magazines and books which they have to study. Some responsibility also lies on the teachers. They dictate the same old notes to the students year after year. The students coming from Urdu medium schools do not follow the lectures in English. The percentage of such students is not less than 60. The results are naturally poor.

The fact is that despite its merits, the semester system could not work properly in Pakistan. The reasons are: 1) Teachers are not sincere to their work. 2) They are not impartial while examining examination papers. 3) Library facilities for the students are inadequate. 4) Courses are not completed on time. 5) Examinations have become irregular. 6) Teachers are too few to handle the growing number of students and give them individual attention.

88. SULTANA, Seema. Hamaray Asateza (Our Teachers) --- Nawai Waqt (Rawalpindi) November 14, 1979 (U).

One of the most important cause of the deterioration in the standard of education is that our teachers encourage the students to take assistance from guide books and test papers. This habit of our teachers encourages the students either to absent themselves from the school or become indifferent to their studies. There is a persistent demand for putting ban on guide books and test papers. But so far nothing has been done in this regard.

Most of these guide books and test papers are prepared by the teachers themselves who are neither B.Ed. nor C.T. What is, therefore, needed is to take urgent steps against such teachers.

89. ZAFAR, Mohammad. The Semester System --- Dawn (Karachi) March 18, 1980.

After having tried the semester system for a number of years, the teachers have arrived at the conclusion that the paucity of funds stands in the working of this system. There seems to be no reason why the B.A. and B.Sc. classes should be held in the colleges instead of in the university.

By transferring these classes from a higher place of learning to various lower places of learning scattered all over the city, the standard of education cannot be expected to rise. Rather, it would fall. Similarly, the transfer of the functions of holding examinations from the university to the boards, will lose their importance.

There was a time when even matric examinations were conducted by the universities. No wonder, then, that the matriculates of good old days were better than the graduates of today. It is thus evident that the cause of the failure of the semester system is neither the shirking of responsibility by the teachers, nor the functioning of the degree classes at the university, but the paucity of funds only.

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